DOCUMENT RESUME

ED 227 903 JC 830 125

AUTHOR	Deiro, Judy
TITLE	Prior Learning Experiences: Handbook for Portfolio Process. Alternative Learning Experiences.
INSTITUTION	Whatcom Community Coll., Bellingham, Wash.
PUB DATE	83
NOTE	93p.
AVAILABLE FROM	Whatcom Community College, 5217 Northwest Road, Bellingham, WA 90226 ($7.00).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*College Credits; Community Colleges; Educational Experience; Employment Experience; *Experiential Learning; *Portfolios (Background Materials); *Prior Learning; Two Year Colleges

ABSTRACT

This handbook presents information to aid students in applying for prior learning credit at Whatcom Community College (WCC). First, introductory material outlines the types of activities that may qualify a student for prior experiential learning credit and presents a flowchart illustrating the accrediting process. Next, a step-by-step guide is provided for developing a portfolio, that is, a written statement describing and documenting prior learning. The 12 steps are: (1) clarify career and educational goals; (2) write an autobiography; (3) determine life experiences that contributed to learning; (4) categorize learning according to department and program; (5) develop a career plan; (6) develop a competency statement for each course equivalent; (7) write descriptions of experiences and learning; (8) develop a rationale for each requested course equivalent; (9) document learning experiences; (10) supply an annotated bibliography for course equivalents; (11) negotiate evaluation for each course equivalent; and (12) compile completed portfolios. Samples, case studies, forms, worksheets, and checklists are provided where appropriate. Questions relating to portfolio development are then posed and answered. Appendices include criteria for granting credit; information on credit policies, guidelines, and evaluation methods; a sample portfolio; a list of academic departments and subjects; and student notebooks. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. A. Deiro

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED227903

PRIOR LEARNING EXPERIENCES

HANDBOOK FOR PORTFOLIO PROCESS

Judy Deiro
Whatcom Community College

ACKNOWLEDGEMENTS

When it comes to acknowledging those people who helped make this handbook happen, three individuals stand out.

Susan Mancuso, who in many ways served as my mentor with the development of this handbook. Her knowledge and expertise were invaluable.

Jean Carmean, who gave freely of her time and expertise to edit the manuscript and assist me with communicating my ideas and thoughts clearly.

Suzanne Sykora, who patiently and carefully typed this handbook.

A very special thanks to the Council for the Advancement of Experiential Learning (CAEL) whose resources and written material provided some of the examples and ideas which I incorporated into this handbook and to the students, Brian Batdorf, Patricia Gebhardt and Jean Ulrich, who willingly allowed me to use their work as examples.

Cover design and graphics are by Lloyd Blakley.

Copyright 1983
Whatcom Community College
Judy Deiro

CONTENTS

LETTER TO STUDENT		1
INTRODUCTION		1
HOW TO DEVELOP A PORTFOLIO		
STEP 1	CLARIFY YOUR CAREER AND EDUCATION GOALS	4
STEP 2	WRITE YOUR AUTOBIOGRAPHY	7
STEP 3	DETERMINE LIFE EXPERIENCES THAT CONTRIBUTED TO YOUR LEARNING	8
STEP 4	CATEGORIZE YOUR LEARNING ACCORDING TO ACADEMIC DEPARTMENTS AND SUBJECTS	11
STEP 5	DEVELOP YOUR DEGREE PLAN	17
STEP 6	DEVELOP YOUR COMPETENCY STATEMENTS FOR EACH COURSE EQUIVALENT	19
STEP 7	WRITE NARRATIVE DESCRIPTION OF YOUR EXPERIENCES AND LEARNING	32
STEP 8	DEVELOP RATIONALE FOR EACH REQUESTED COURSE EQUIVALENT	34
STEP 9	VERIFY LEARNING EXPERIENCES THROUGH DOCUMENTATION	38
STEP 10	SUPPLY ANNOTATED BIBLIOGRAPHY FOR SELECTED COURSE EQUIVALENTS	41
STEP 11	NEGOTIATE EVALUATION FOR EACH OF YOUR COURSE EQUIVALENTS	43
STEP 12	COMPILE YOUR COMPLETED PORTFOLIO	44

QUESTIONS AND ANSWERS ABOUT THE PORTFOLIO PROCESS 46

APPENDIX 50

CRITERIA FOR GRANTING COLLEGE CREDIT FOR PRIOR EXPERIENTIAL LEARNING 51

POLICIES GOVERNING AWARD OF PRIOR LEARNING CREDIT 52

MECHANICAL GUIDELINES 53

LIKELY EVALUATION FOR JIM'S LEARNING 54

LIKELY EVALUATION FOR SHARON'S LEARNING 55

"SHOPPING LIST" OF VERBS 56

SAMPLE PORTFOLIO 57

METHODS OF EVALUATION 72

ACADEMIC DEPARTMENTS AND SUBJECT LIST 79

STUDENT NOTES 82

Dear Student,

The process of applying for prior learning credits is likely to be one of the most interesting educational experiences of your life. You are about to pull the threads of your life endeavors into discernible patterns and challenge their worth in the academic world.

Don't be intimidated by this challenge. Former students report the greatest reward from this process is not how many academic credits they were awarded but rather a renewed appreciation for who they are and for what they have done.

This handbook is designed in a step-by-step fashion to make the process of applying for prior learning credit at Whatcom Community College as clear and easy as possible. It will help you to:

1. become familiar with specific policies and procedures for requesting credit for prior learning at Whatcom Community College,
2. identify your prior experiential learning which may yield college credit and meet your career and educational goals, and
3. develop the PORTFOLIO, a formal written communication which provides descriptions and documentation of your learning.

I suggest you skim through the entire handbook first to gain a sense of the overall process on which you are about to embark. Preparing a portfolio can be a fun project. With diligent work, time management, faculty guidance, and this handbook, you can get it done.

Good luck!

Judy Deiro

Judy Deiro

INTRODUCTION

Many adults feel that some of their life experiences have taught them lessons that are equivalent to what is taught in college and that they should receive college credit for this knowledge. Such learning is called PRIOR EXPERIENTIAL LEARNING and may result from such life experiences as work experience, volunteer activities, community service, travel, military experience, and homemaking.

Whatcom Community College (WCC) recognizes the value of prior experiential learning and provides a structured program, THE PRIOR LEARNING PROGRAM, for facilitating the process of accrediting prior experiential learning. The Prior Learning Program is based on the rationale that WHAT a student can demonstrate s/he currently knows is more important than HOW, WHEN, or WHERE the learning was acquired.

The College has developed specific policies and procedures* for the process of accrediting prior learning to insure that the Program provides a meaningful educational experience for the student as well as maintaining the integrity of this alternative mode for earning college credit at Whatcom Community College. It is important for you to become very familiar with these policies as well as the required procedures governing granting credit for prior learning.

*See appendix, page 51, Criteria for Granting Credit for Prior Experiential Learning and page 52, Policies Governing Award of Prior Learning Credit.

PRIOR LEARNING EXPERIENCES

"Experience by itself simply means you grow older. Experience that is looked at and evaluated provides clues that can be the wellspring of growth into your potential."

Bart Lloyd

The task of requesting credit for prior learning is complex. You are more likely to successfully complete the process with as little frustration as possible if you have a clear understanding of what is expected of you. It is for this reason that the Handbook for Portfolio Process has been written.

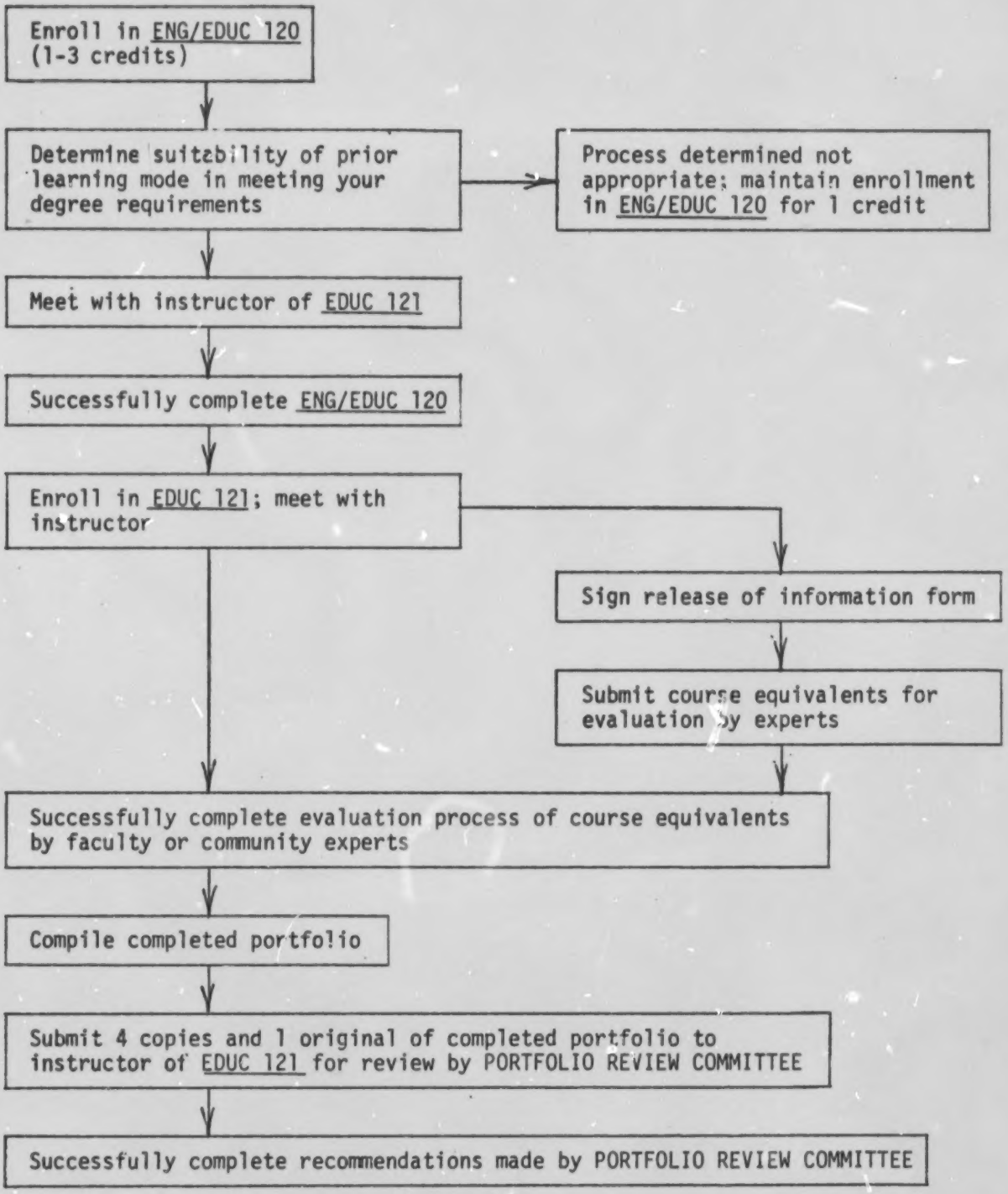
PRIOR LEARNING EXPERIENCES

"I do not like the phrase: never cross a bridge until you come to it. The world is owned by people who cross bridges in their imaginations miles and miles in advance of the procession."

Bruce Barton

THE STEPS YOU MUST TAKE TO RECEIVE CREDIT FOR YOUR PRIOR EXPERIENTIAL LEARNING AT WHATCOM COMMUNITY COLLEGE

STEP-BY-STEP PROCESS FOR REQUESTING CREDIT FOR PRIOR LEARNING


Enroll in ENG/EDUC 120 (1-3 credits)
Determine suitability of prior learning mode in meeting your degree requirements
Process determined not appropriate; maintain enrollment in ENG/EDUC 120 for 1 credit
Meet with instructor of EDUC 121
Successfully complete ENG/EDUC 120
Enroll in EDUC 121; meet with instructor
Sign release of information form
Submit course equivalents for evaluation by experts
Successfully complete evaluation process of course equivalents by faculty or community experts
Compile completed portfolio
Submit 4 copies and 1 original of completed portfolio to instructor of EDUC 121 for review by PORTFOLIO REVIEW COMMITTEE
Successfully complete recommendations made by PORTFOLIO REVIEW COMMITTEE

PRIOR LEARNING EXPERIENCES

HOW TO DEVELOP A PORTFOLIO

STEP 1: CLARIFY YOUR CAREER AND EDUCATION GOALS

The first part of your portfolio is a one or two page statement that defines your career and/or personal goal(s) and identifies what educational requirements you will need to meet in order to realize your career goals. Your goal statement may be personal but must address the following: (See examples on pages 5 and 6.)

1. Your career and/or personal goals.

2. Your educational goals (what you may want to learn in order to take you from where you are now towards fulfillment of your career/personal goals).

3. The particular type of degree you are seeking.

4. Your reasons for choosing to request credit through prior learning rather than additional course work.

Defining career and educational goals is an important initial step for planning your total educational program and will help you select and integrate appropriate life learning experiences into your degree program. Earning a degree is more meaningful when you are clear on what you expect or hope to gain from your education.

PRIOR LEARNING EXPERIENCES

"All men dream...but not equally. They who dream by night in the dusty recesses of their minds wake in the day to find that it is vanity; but the dreamers of the day are dangerous men, for they act their dream with open eyes, to make it possible."

T. E. Lawrence

STATEMENT OF CAREER & EDUCATIONAL GOALS

by D. Brian Batdorf

I am a career oriented person and my life goals have been and will continue to be measured by what I achieve in business. That is not to say family and relaxation aren't an intregal part of my life, but rather, the more at ease I am with my career environment, the more I'm able to enjoy other things.

My current career goal is to become a certified cost engineer, and the educational goals I've established serve to bolster the odds of succeeding in the endeavor. A certified cost engineer is a person who has been recognized by the American Association of Cost Engineers (AACE, Inc.) as having qualified for certification. The requirement for eligibility consists of a total of seven (7) years of cost engineering experience, which may be supplemented with up to four (4) years of college level academic training, with the balance coming from practical experience. It is my hope that the learning experiences outlined in this portfolio will aid me in obtaining a two year business degree, and thus shorten the time requirement for AACE certification.

As for the distant future, long range planning can only be done in generalities, and the objectives are conceptual by definition. To this end, I believe my future goals to be continued growth in the business world, maintaining a loving family and home life, staying healthy, and learning something new every day.

STATEMENT OF CAREER & EDUCATIONAL GOALS

by Patricia Gebhardt

It's hard to admit, after raising my own children for 18 years, that I still don't know for certain "what I want to be when I grow up." But after devoting over half my life to my husband, children and various employers, I find myself wanting to pursue some of my own personal interests.

My main interest is furthering my education, and in the process discovering an area of study that will lead me toward a career choice.

My immediate goal is to acquire enough credits for my Associate in Arts and Sciences degree so that I may transfer to a four-year college. The variety of jobs, education and experiences I have had over the past 35 years have helped me to better understand myself and those around me. I believe that much of the knowledge I have gained is as good or better than I would have received through classroom instruction.

My primary interests lie in the fields of art and education. I would like to eventually work in one of these areas or, even better, combine them.

The large amount of traveling I did as a child of a serviceman has never lost its appeal for me. I would enjoy teaching around the country or even overseas. Because of my transient childhood I have had, as an adult, a tendency to go through jobs, hobbies and lifestyles at an alarming rate. Now, for the first time, I feel a need to focus on something permanent. In the next three or four years I hope to expand both my mind and my horizons, and attain my primary goal of finding a career that will stimulate, satisfy and sustain me for many years to come.

STEP 2: WRITE YOUR AUTOBIOGRAPHY

In preparing your career/personal goal statement you looked at where you want your life to go. The autobiography is your opportunity to examine your life from an historical perspective to see how YOU got where you are now. At this time you are asked to reflect, NOT REPORT, on experiences which have had significant impact on the WHO you are and the WHY of your life. The intent of the autobiography is not to be another exercise in self-reporting; rather, it is to be an experience in self-examination.

PRIOR LEARNING EXPERIENCES

"Writing is thinking. It is more than living for it is being conscious of living."

Anne Morrow Lindberg

Some questions you may want to consider in this self-examination process are:

1. Who am I?

2. What circumstances, fortunate or unfortunate, precipitated who I am?

3. Who or what events have had an impact on my hopes, dreams, ideals?

4. What areas of my life are important to me?

The autobiography is a creative adventure, bound only by the use of proper grammar, college-level exposition, guidelines set forth by your instructor, and finally, by your own imagination and examination. It is NOT a vehicle for the generation of credits or validation of your competence. It allows the evaluators to meet you as a person, to know you as a human being.

STEP 3: DETERMINE LIFE EXPERIENCES THAT CONTRIBUTED TO YOUR LEARNING

The simplest way to begin determining life experiences that contributed to your learning is to ask yourself what experiences and activities you have participated in from which you have learned something of value. In your mind, review each of the years since graduation from high school* and recall what you were doing during those times. Then, jot down those experiences on the following worksheet which is designed to stimulate ideas and assist you in this brainstorming exercise. (The worksheet will not be included in your portfolio.)

At this point you need not be concerned about specifying what you have learned. The purpose of this exercise is simply to place on paper an outline of significant life experiences from which you feel you have learned something or a list of topics about which you feel knowledgeable.

*Throughout this handbook you are asked to focus on your experience since high school, although high school attendance or graduation is not a prerequisite. However, you may have had some meaningful, in-depth experiences before you graduated from high school that resulted in college-level learning. If so, you may consider requesting credit or recognition for such experiences and learning.

PRIOR LEARNING EXPERIENCES

Scarecrow: "Can't you give me brains?"

Oz: "You don't need them. You are learning something everyday. A baby has brains but it doesn't know much. Experience is the only thing that brings knowledge, and the longer you are on earth the more experience you are sure to get."

L. Frank Baum
The Wizard of Oz

LIFE LEARNING EXPERIENCE LIST

List experiences in your life or topics about which you feel knowledgeable.

WORK

VOLUNTEER INVOLVEMENT

HOMEMAKING

NON-CREDIT COURSES, SEMINARS, WORKSHOPS

continued

LIFE LEARNING EXPERIENCE LIST (continued)

TRAVEL

RECREATIONAL ACTIVITIES, THE ARTS & HOBBIES

INDEPENDENT READING, VIEWING & LISTENING

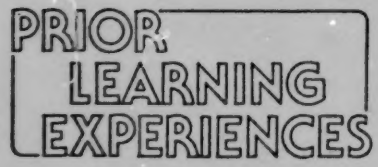
SPECIAL TOPICS about which you feel somewhat knowledgeable or skilled

OTHER

STEP 4: CATEGORIZE YOUR LEARNING ACCORDING TO ACADEMIC DEPARTMENTS AND SUBJECTS

In the next step you begin to describe your life experiences in the language of academia. This is often difficult because it requires that you categorize your life endeavors to coincide with a limited number of academic departments. At the same time, it can be very exciting as you begin to see how your learning experiences fit into a formalized educational system.

Begin by reviewing Academic Department and Subject List found in the appendix, pages 79-81. Check the department(s) which generally relates to each experience you have recorded. These are the academic areas in which you feel your life learning experiences have contributed prior learning. Next, review the subjects listed below each department you have selected. Check off the subjects which seem to be most descriptive of the skills or knowledge you have gained through prior experience. Keep in mind that this subject list is incomplete and merely identifies examples of subjects in academic departments. You are free to identify any subject in which you feel knowledgeable. To get some additional ideas, you may want to glance over courses listed in the Whatcom Community College catalog and other college catalogs found in the Learning Resource Center or Counseling Center. As an exercise for clarification, read the following two case studies and see if you can categorize the learning of each person. Likely evaluations can be found in the appendix, pages 54 and 55.



Alice laughed. "There's no use trying," she said, "One can't believe impossible things."

"I dare say you haven't had much practice," said the Queen, "When I was your age I always did it for half an hour a day. Why sometimes I've believed as many as six impossible things - before breakfast."

Lewis Carroll

PRIOR LEARNING EXPERIENCES

"Man is not a creature of circumstances, Circumstances are the creatures of men."

Disraili

CASE STUDY I

See if you can categorize Jim's learning according to academic department and subject. His evaluation is in the appendix, page 54.

Jim is 48 years old. He is presently the personnel manager of a local plant of a nationally recognized company manufacturing radios and television sets. He rose to his present position after 11 years in personnel administration with his present company. He has written three articles for a professional journal in the field of personnel management. For three of the eleven years that he has worked for his present company, he lived and worked in Brazil. In preparation for this job he used Spanish and Portuguese records to learn to speak these languages. While in Brazil, he traveled extensively in South America and feels that he has learned a considerable amount about cultural differences.

For 20 years, Jim has had an interest in modern architecture. He has traveled extensively in the United States, visiting well-known examples of modern architecture. He has read widely in the field. He has also served as a layleader and board member in his local church. He has read pertinent church literature and participated in an adult study group over a six year period.

Jim now would like to go to college and pursue a liberal arts degree. He feels he should receive substantial credit for the experiences that he has obtained outside of a formal learning setting.

CASE STUDY II

See if you can categorize Sharon's learning according to academic department and subject. Her evaluation is in the appendix, page 55.

Sharon is 38 years old. At the age of 18 she entered the local community college and pursued a general arts program with no clear career objective. She dropped out of college at age 19 and married. Since then, she has been a homemaker for herself, two children, and a husband. The children, a boy and a girl, are age 17 and 15 respectively. Throughout the time of raising her children, she has read numerous books and articles and has discussed them with her pediatrician. The pediatrician has recommended much of the reading that Sharon has done.

Sharon has read extensively in the consumer economics field. She has also read in the area of interior design and applied much of this knowledge in decorating the home which she and her husband own. She is a skilled clothing designer. She sews and has won awards for the clothing that she has constructed. She enjoys gourmet cooking. Her husband frequently comments on how much he values her companionship and support. He says that he could not have achieved the success in his career that he currently enjoys without her help.

Sharon participates in a number of civic organizations. She has been president of the PTA and vice-president of the local chapter of

PRIOR LEARNING EXPERIENCES

"No sooner do we think we have assembled a comfortable life than we find a piece of ourselves that has no place to fit in."

Gail Sheehy
Passages

PRIOR LEARNING EXPERIENCES

Our eyes are placed in front because it is more important to look ahead than to look back.

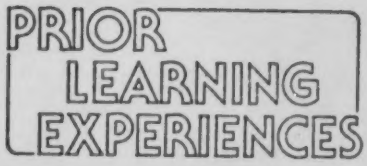
CASE STUDY II (continued)

the League for Women Voters. In her spare time, she enjoys playing tennis.

Sharon's children are growing up and she finds herself less content with homemaking. She is not sure what career, if any, she would like to pursue. She feels enrolling in an A.A. degree program will help her find an area of interest. She hopes her years of experience will count toward the degree.

....Case studies reprinted with permission by CAEL from Assessing Prior Learning: A CAEL Student Guide by Dubrey Forrest.
Copyright 1977 CAEL

The following worksheet on page 16 is provided to assist you in organizing your learning experiences according to academic department and subjects. It will not be included in your portfolio.



"Don't just stand there pointing your finger to the heights you want your children to scale, start climbing and they will follow."

Living

CATEGORIZATION OF YOUR LEARNING ACCORDING TO ACADEMIC DEPARTMENT AND POSSIBLE SUBJECTS

WORKSHEET

Department:
Subjects:

Department:
Subjects:

Department:
Subjects:

Department:
Subjects:

Department:
Subjects:

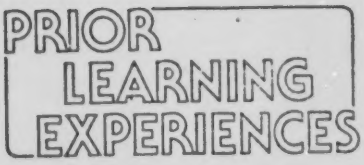
Department:
Subjects:

STEP 5: DEVELOP YOUR DEGREE PLAN

You have already clarified a career/personal direction in which you want to head and have determined which educational program offered at WCC best suits your needs. Now you need to define specifically how you plan to satisfy the requirements of that degree program (90 credits) or certification program (45 credits).

The credits you request through the portfolio process MUST satisfy the requirements of an educational program offered at WCC. Review your "Academic Department and Subject" list. Determine which subjects you have identified as learned through prior experience satisfy a program requirement. These subjects will now be referred to throughout portfolio development process as course equivalents. A COURSE EQUIVALENT includes academic department, course number, course title and number of credits. Record the possible course equivalents in the appropriate degree plan format provided. If you have college credits already, be sure and include these on your Degree Plan first before recording possible course equivalents.

Your first Degree Plan will be a working draft. It will help you decide what life learning experiences you want to develop into course equivalents in order to ask for college credit, and what life experiences, although valuable learning experiences, yielded learning which will not satisfy a program requirement.



"One's philosophy is not best expressed in words, it is expressed in the choices one makes... In the long run, we shape our lives and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our responsibility."

Eleanor Roosevelt

PRIOR LEARNING EXPERIENCES

"What lies behind us and what lies before us are small matters compared to what lies within us."

Ralph Waldo Emerson

Your final Degree Plan will be included in the completed portfolio and needs to include the following:

1. Title of each course or course equivalent you plan to take to satisfy both program requirements and electives.

2. Learning method designated for course equivalents developed.

3. College in which you plan to earn the proposed credits.

For example, see sample portfolio in appendix, pages 57 through 71.

STEP 6: DEVELOP YOUR COMPETENCY STATEMENTS FOR EACH COURSE EQUIVALENT

In order to clearly communicate your learning so that it can be evaluated, you are asked to write competency statements. A COMPETENCY STATEMENT is a clear and concise statement communicating what you know, what you can do, or what valuable attitudes you have developed as a result of your experiences. Whatcom Community College does not award credit for experience itself, but rather for the demonstrated college-level learning which has resulted from the experience. Not every experience will yield learning that will merit college credit. (At this time it might be useful to review the Criteria for Granting Prior Experiential Learning Credit, appendix, page 51.

PRIOR LEARNING EXPERIENCES

"The principal goal of education is to create men and women who are capable of doing new things, not simply of repeating what other generations have done - men and women who are creative, inventive and discoverers, who have minds which can be critical, can verify, and not accept everything they are offered."

Jean Piaget

It is time to specify what you have learned from your life learning experiences for each course equivalent. The easiest way to do this is to work through the following step-by-step procedure, completing each step before you move on to the next. Worksheets are provided to you for each step. This process can look somewhat overwhelming if you try to read through the whole section without understanding and completing each progressive step.

1. Identify life experiences that contributed to learning of course equivalent.

2. Do TASK ANALYSIS, a brainstorm exercise in which you list what you did, (duties, responsibilities, accomplishments) during the experiences that yielded the learning.

3. Do LEARNING ANALYSIS, a brainstorm process in which you identify what you learned from what you did or observed.

4. Translate learning identified in the learning analysis into good competency statements.

5. Review each competency and determine if what you have learned meets the criteria for granting college credit.

6. Write your final competencies in good outline form.

This step-by-step procedure is designed to facilitate in differentiating learning from your experiences, and to enable you to write clear and concise competency statements.

PRIOR LEARNING EXPERIENCES

"The question for each man to settle is not what he would do if he had means, time, influence, and education, but what he will do with the things he has."

Mobie

1. IDENTIFY EXPERIENCES THAT CONTRIBUTED TO LEARNING OF COURSE EQUIVALENT

For each course equivalent you have selected identify the life experiences that contributed learning to that subject area. Go to your worksheet on Categorizing of Your Learning According to Academic Department & Subjects. List the life experiences that contributed to the subject (course equivalent) identified. See example below.

EXAMPLE OF LIFE EXPERIENCES CONTRIBUTING TO LEARNING

Jim's list of life experiences (Case Study I) pertaining to Personnel Management might look like the following:

COURSE EQUIVALENT

Department: *Management (MGT)*
Course: *Personnel Management*

LIFE EXPERIENCES CONTRIBUTING TO LEARNING:

- *eleven years personnel administration*
- *research for personnel management professional journals*
- *personnel manager at radio and TV plant*

A worksheet is provided on page 24 to help you organize your life experiences under each course equivalent in which you plan to request credit.

PRIOR LEARNING EXPERIENCES

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I...
I took the one less traveled by,
And that has made all the difference.

Robert Frost

2. DO TASK ANALYSIS

Now analyze those life experiences identified for each specific course equivalent according to the following questions:

1. What duties did I perform?
2. What responsibilities did I have?
3. What activities was I involved in?
4. What techniques, methods, or procedures did I use?
5. What resources, equipment, etc., did I use?

See example on following page.

PRIOR LEARNING EXPERIENCES

"In my practice as a psychiatrist, I have found that helping people to develop personal goals has proved to be the most effective way to help them to cope with problems."

Ari Kiev, MD
A Strategy for Daily Living

EXAMPLE OF TASK ANALYSIS

Jim's task analysis worksheet pertaining to Personnel Management might look like this:

TASK ANALYSIS WORKSHEET

COURSE EQUIVALENT

Department: *Management (MGT)*

Course: *Personnel Management*

LIFE EXPERIENCES CONTRIBUTING TO LEARNING:

- *eleven years personnel administration*
- *research for personnel management professional journals*
- *personnel manager at radio and TV plant*

TASK ANALYSIS:

- *hire employees*
- *interview employees*
- *schedule work assignments*
- *evaluate performances*
- *train new employees*
- *mediate employee differences*
- *conduct staff meetings*
- *communicate orders effectively*
- *provide proper direction to assignments*
- *develop my own and assist others in developing personal and professional plans*
- *handle complaints and grievances*
- *organize jobs to be done and assign them according to the abilities and needs of each employee*
- *develop and implement policies and procedures*
- *formulate department plans*

TASK ANALYSIS WORKSHEET

For each course equivalent you have selected, complete a task analysis.

COURSE EQUIVALENT

Department: _____

Course: _____

LIFE EXPERIENCES CONTRIBUTING TO LEARNING:

TASK ANALYSIS:

3. DO LEARNING ANALYSIS

The next step leading to writing your competency statements is the learning analysis. For each task identified on your task analysis, you need to describe what you know, what you can do, or what valuable attitudes developed as a result of that task. Reflecting on the following questions may trigger some ideas about what you have learned from the "task" you performed.

1. What did I learn?
2. What trends, patterns, differences, similarities did I notice? What generalizations can I make?
3. What relationships have I noticed?
4. What ideas and insights did I have?
5. What theories or principles did I formulate as to what works or what doesn't work?
6. What was important, significant, different?
7. What things do I do different as a result of the "task" and why? What are the implications of what I have learned?
8. What were my goals and objectives?
9. What decisions did I make?

See example on page 27.

The learning analysis is a brainstorming exercise. Do not worry about correct

PRIOR LEARNING EXPERIENCES

"A wealthy woman asked a famous millinery designer to design a hat for her. He placed a canvas form on her head, and in eight minutes with a single piece of ribbon, he created a beautiful hat right before her eyes.

The matron was delighted. 'How much will that be/', she asked.

'Fifty dollars,' he replied.

'Why, that's outrageous,' she said, 'It's only a piece of ribbon!'

The milliner quickly unraveled the the ribbon and, handing it to her, said, 'Madame, the ribbon is free!'"

Abigail Van Buren

3. DO LEARNING ANALYSIS (continued)

wording yet. Just get your ideas down on paper. This exercise is not included in your portfolio.

Before going on to the next step, cluster those activities that seem to fit together. For example, in Jim's task analysis he might combine *interviewing* and *hiring*, or *mediate employee differences* and *handle complaints* and *grievances*.

PRIOR LEARNING EXPERIENCES

"I never lose sight of the fact that just being is fun."

Katharine Hepburn

Sometimes what you have learned is not the result of a specific "task" you have done, but rather of some general reading, or some observations you have made, or extended conversations you have had with experts in a particular field. The questions on page 25 can be used to stimulate and generate ideas and thoughts that reflect your learning from those experiences also. For example, Jim has done a lot of reading in professional journals for personnel management. He will want to include this knowledge in his learning analysis also.

REMEMBER, this is a brainstorming exercise. In the next step, you will reword and polish the ideas you have jotted down into clear and concise competency statements.

EXAMPLE OF LEARNING ANALYSIS

A sample of Jim's learning analysis pertaining to Personnel Management might look like this:

TASK:	LEARNING ANALYSIS:
interview and hire employees	*develop appropriate interview questions*
	know affirmative action requirements
	know good interviewing communication techniques/theory
	know the importance of job announcements
	know specific job qualifications
train new employees	*write job descriptions*
	develop training plans
	awareness of the importance of training for a smooth running department
	know importance of individuals knowing the policies and procedures of the company
	teach interesting training sessions
	ability to formulate short- and long-term plans

4. TRANSLATE LEARNING IDENTIFIED IN LEARNING ANALYSIS INTO GOOD COMPETENCY STATEMENTS

The statements in your learning analysis can now easily be translated into clear and concise competency statements. The difficult portion of your work, identifying your learning, is complete!

PRIOR LEARNING EXPERIENCES

"The worst thing one can do is not to try, to be aware of what one wants and not give in to it, to spend years in silent hurt wondering if something could have materialized---and never knowing."

David S. Viscott
Feel Free

An easy way to write a good competency statement is to go from the general learning identified in the learning analysis to a more descriptive statement of the learning. Start each competency statement with a general phrase such as:

A. I can . . . . .
B. I have learned to . . . . .
C. I know . . . . .
D. I understand . . . . .
E. I am aware . . . . .

A helpful hint . . . if you are stuck for words to use in writing the more descriptive learning statement, you may find the "Shopping List" of Verbs (appendix, page 56) helpful.

For an example of how Jim may have translated the general learning statements identified in the brainstorming exercise into competency statements, please see the next page.

EXAMPLE OF OUTLINING COMPETENCY STATEMENTS

A sample of Jim's outline of competency statements may be as follows:

I. *I can effectively interview and hire an employee.*

   A. *I am familiar with affirmative action requirements for hiring.*

   B. *I can write a job announcement that communicates the job responsibilities and qualifications.*

   C. *I can develop appropriate interview questions that will obtain specific information about the applicant's qualifications.*

   D. *I know how to put an interviewee at ease during a job interview.*

   E. *I know communication theory for interviewing.*

II. *I can effectively train a new employee.*

   A. *I can describe the importance of training in the smooth functioning of a department.*

   B. *I can negotiate a job description with a new employee to use for the basis of his/her training program.*

   C. *I can familiarize the person with the policies and procedures of the company.*

   D. *I can develop an individual short- and long-range training plan.*

   E. *I know the principles for developing a good lesson plan for training sessions.*

   F. *I can conduct interesting and worthwhile training sessions.*

5. REVIEW EACH COMPETENCY AND DETERMINE IF IT MEETS CRITERIA FOR GRANTING COLLEGE CREDIT

After writing all of your competencies, you will need to check over them to make sure they meet the criteria for granting college credit (appendix, page 51).

6. WRITE YOUR FINAL COMPETENCIES IN GOOD OUTLINE FORM

Now you are ready to put it all together for the final competency statement page(s) in your portfolio! Look over the competency statements you have written. Make sure that your competencies are organized and presented in a clear and logical manner. This is important so that the evaluator can easily understand what you say you know and can do.

You have just completed a very difficult exercise. It is not easy to identify what you have learned from what you experience. Congratulations!

PRIOR LEARNING EXPERIENCES

"Eventually it comes to you: the thing that makes you exceptional, if you are at all, is inevitably that which must also make you lonely."

Lorraine Hansberry
To Be Young, Gifted and Black

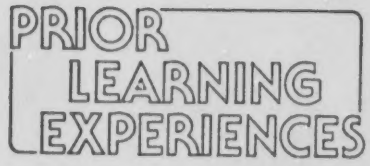
Some additional helpful resources for developing your outline of competency statements are:

1. Portfolios completed by former students for examples of how other people have outlined their learning.

2. The Table of Content in appropriate text books for ideas on general statements of learning.

3. How to Get College Credit for What You Have Learned as a Homemaker and Volunteer. This book gives you sample competency statements for volunteer involvement and homemaking experiences. It is available at the Whatcom Community College Learning Resource Center.

4. The Guide to the Evaluation of Educational Experiences in the Armed Services. If you have had formal military training this guide is useful for outlining and documenting competencies. It is available in the Alternative Learning Experiences office.



"The great thing in the world is not so much where we are but in what direction we are going."

Oliver Wendell Holmes

STEP 7: WRITE NARRATIVE DESCRIPTION OF YOUR EXERIENCES AND LEARNING

PRIOR LEARNING EXPERIENCES

"Interesting how each plant or person has its own unique rhythm, cycle, form - As long as it becomes the bloom of itself, its music of evolvement matters not."

Carolyn Kleefeld
Climates of the Mind

Your outline of competency statements defines the learning you have acquired. Now you need to explain the circumstances that allowed that learning to take place. The narrative description places the learning within an experiential context for the reader, describing the HOW, WHERE and WHO you learned, not the WHAT you learned. Your narrative description might address some of the following questions:

1. When did the learning experience take place? (Dates, if possible.)
2. Where did the learning experience take place?
3. What was the setting (office, home, workshop through employment, etc.)?
4. How were you personally involved in the experience? Your feelings and reactions?
5. How have you applied what you know?
6. What reading have you done? (Be sure to include in your annotated bibliography.)
7. Who helped you learn during the experience?

An example of a narrative description for Jim who is requesting credit in Personnel Management may look like the following. Keep in mind that this is only an example. Like the autobiography, the narrative description is your own personal description and does not need to follow any rigid format except proper grammar, good college-level exposition and the guidelines set out by your instructor.

NARRATIVE DESCRIPTION

Since 1964, I rose from the position of marketing division personnel manager to plant personnel manager at the Cityville, Washington, installation of XYZ Electronic Corporation. I am now in charge of personnel screening and recommendations for a unit employing 1,200 people. I directly supervise a professional and clerical staff of seven persons. The personnel office maintains the usual personnel records and provides back-up services to the plant manager for collective bargaining, grievance procedures, and training activities. The evaluation of plant supervisors is my direct responsibility. I report directly to Mr. Tom Seever, the plant manager. In 1968-71, I was assistant plant personnel manager in the Corporation's installation in Rio de Janeiro, Brazil. This experience gave me greater insight into our own practices. In Brazil, I assisted the plant personnel manager, Mr. Jose Diaz, by directly managing the plant's program of gathering data on the job effectiveness of each of 720 employees. Supplementing these experiences, I served as a board member of the First Methodist Church of Cityville from 1964-67. This allowed me to compare and contrast supervision procedures in a voluntary organization with those of a private, for-profit organization. This experience gave me insight into effective supervision in the latter setting.

During the past eleven years, I have subscribed to and read thoroughly the following journals: Personnel Management, Industrial Psychology, and Applied Psychology. Recently I have read the following books: Supervision of Production Line Workers by Joseph L. Palisades, Middle Management by Samuel J. Smith, and Office Managers by Warren G. Smith. These readings have expanded and helped me draw together my ideas on morale, communication, job analysis, evaluation, discipline, work scheduling, establishing rapport, and gaining cooperation.

In an effort to share some of the expertise which I have gained over the years, I wrote an article, "Developing a Supervision Manual for First Line Plant Supervisors" which was published in Personnel Management in June, 1975.

STEP 8: DEVELOP RATIONALE FOR EACH REQUESTED COURSE EQUIVALENT

A RATIONALE is a reason or series of reasons providing a logical basis for a decision, opinion, etc. Your "Course Equivalent and Rationale" page consists of three parts: (See example, page 37.)

1.. REQUESTED COURSE EQUIVALENT: What you propose for the department, course number, course title, and number of credits for your learning.

2. ESTIMATED CREDIT: What you propose for the number of credits for the learning experience.

3. RATIONALE FOR REQUESTED COURSE EQUIVALENT: What the reasons for your proposed "Requested Course Equivalent" are.

PRIOR LEARNING EXPERIENCES

"Forget how old you are and keep on planning - just as though you're going to keep on living. The one thing that keeps you going is to have an objective. You should have ambitions, and work to fulfill them. Then you can forget those actuarial tables and life expectancy statistics."

Rodney Jones, at the age of 101

---

1. REQUESTED COURSE EQUIVALENT:

There are a variety of methods for determining appropriate department, course number, title, and number of credits.

A. Review the WCC college catalog. Find a course description that closely compares with what you have outlined your learning to be. Use the exact course information as listed.

B. Design your own course title! You might get an idea from the other college catalogs. Use the "Academic Department and Subject" list to determine the appropriate department. Use a WCC generic course number (189, 289 or 299). How to estimate credit is described on the following page.

2. ESTIMATING CREDIT:

You can estimate credit in the following ways:

A. Review the WCC and other two- and four-year school catalogs. Find the course descriptions that come closest to describing what you have outlined your learning to be. If you think you have learned more than what is taught in a given course, ask for more credit. If you have learned part of what is described in the similar course description, ask for a proportionate amount of credit. (See example, page 37.) You may also ask for the same amount of credit that is awarded to those who complete the course.

B. Sometimes a formula can be used which relates the amount of credit to the amount of time spent learning in the learning experience. The formula is:

22-33 hours = 1 credit

The formula applies only in cases where the learning activities are concentrated, such as workshops, conferences, lectures, etc.

C. For learning acquired through work or voluntary activities you might ask yourself the question:

"How much time would I have normally spent in academic study to accomplish the learning I outlined for this course equivalent?"

PRIOR LEARNING EXPERIENCES

"Every person is, in part, 'his own project' and makes himself. Growth forward....requires courage and strength in the individual as well as protection, permission, and encouragement from the environment."

Abraham Maslow

PRIOR LEARNING EXPERIENCES

"After 30, a body has a mind of its own."

Bette Midler

3. RATIONALE FOR REQUESTED COURSE EQUIVALENT:

There is no magical formula for developing a rationale for your course equivalent(s). Your rationale is your opportunity to justify equating your learning to a course offered in college. In writing the rationale you may want to address the following questions:

A. Why did you select the proposed department, course number and course title?
B. How did you estimate the credit?
C. Why do you feel your learning is worth the credit you estimated?
D. If not a normally offered college course, how do you justify that your learning is college-level?

(Review second criterion in Criteria for Granting College Credit, appendix, page 51.)

Your rationale for each course equivalent serves as a guide to your evaluator for what your reasoning was in choosing the course title, department and course number and number of credits. The evaluator has the right to change or alter any part of your "Requested Course Equivalent" during the evaluation process. The final decision regarding just how your learning will be transcripted with department, course number, course title and number of credits is made by the PORTFOLIO REVIEW COMMITTEE*.

*The PORTFOLIO REVIEW COMMITTEE is a standing college committee consisting of three faculty members and one college administrator. The Committee's charge is to review student portfolios requesting credit for prior learning in the context of an individualized or pre-designed degree. The responsibility of the Committee is to insure consistency, quality, adherence to policy and procedure and, ultimately, to award or deny the requested College credit.

COURSE EQUIVALENT AND RATIONALE

REQUESTED COURSE EQUIVALENT:

Department: MANAGEMENT (MGT) Course Number 289

Course Title: PERSONNEL ADMINISTRATION

ESTIMATED Number of Credits: 5

RATIONALE FOR REQUESTED COURSE EQUIVALENT:

Whatcom Community College offers MANAGEMENT (MGT) 215: PERSONNEL MANAGEMENT, for three (3) credits. (See description below.) I feel my prior learning is equivalent to what is offered in this course, and I believe my knowledge and skills are even more extensive than what is described in MGT 215. In reviewing college catalogs I found that Harris University offers two courses (see descriptions below) both of which cover different parts of my learning not taught in your course. (See underlining.)

The level of work I have done for many years requires that I provide training to our employees and I am skilled at participatory management and communication. With this in mind, I am estimating that my learning equates to five (5) college credits. I am asking that I be granted a total of 5 credits under the same department but under different course number and course title.

MGT 215 (Whatcom Community College) PERSONNEL MANAGEMENT (3 credits)

Concentrates on the mechanical aspects of personnel work in business and industrial setting. Labor-management relations studied relative to history, collective bargaining and grievance procedures.

MGT 110 (Harris University) MANAGERIAL LEADERSHIP (2 credits)

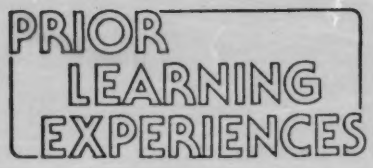
An analysis of coordinating and controlling operations for more effective and efficient service from a managerial point of view, including planning, organizing and staff development and training.

MGT 210 (Harris University) HUMAN RELATIONS (3 credits)

A study of the dynamics of the business organization and its human resources. Attitudes are examined to develop a positive attitude toward the human element in business. Topics include: motivation, leadership, group dynamics, organization theory, participatory management and communication; introduction to theory and current practices in both small and large organizations.

STEP 9: VERIFY LEARNING EXPERIENCES THROUGH DOCUMENTATION

Now you need to gather and organize documentation which will verify your learning experiences for each course equivalent. A worksheet is provided on page 40 to help you make a record of the documentation you want to include in the portfolio. If you need to write away to obtain any documentation, you may want to do so soon.



"Opportunity never comes. It's here."

Claude McDonald

The purpose of documentation is to verify your learning experiences, not to prove you have learned what you stated in your outline of competency statements. You participate in a thorough evaluation by an expert to substantiate and demonstrate your learning. Your documentation provides evidence to the evaluator of experiences that led to your learning and supports his/her final evaluation of that learning. You are encouraged to submit a copy rather than the original of your documentation. THE COLLEGE IS NOT RESPONSIBLE FOR THE LOSS OR DAMAGE TO ANY IMPORTANT PIECE OF ORIGINAL DOCUMENTATION SUBMITTED WITH THE PORTFOLIO. You may, however, want to have the original available in case an evaluator requests it.

Examples of the kind of documentation that you might submit as part of the portfolio follow. Remember, quality is more important than quantity.

ARTICLES FOR DOCUMENTATION OF EXPERIENTIAL LEARNING ACTIVITIES

Type of Activity	Documentation
Work Experience	job descriptions; awards, letters of commendation; letters of corroboration from superiors, peers, clients; congratulations on high performance; promotion evaluations; evidence of promotion; samples of work produced; evidence of suggestions adopted; explanation of tasks performed; explanation of ranking, rating, or classification system in company or organization; licenses; performance standards for acquiring licenses; membership in professional or trade organizations; membership requirements for professional or trade organizations; membership requirements for professional/trade organizations; scores on licensing exams; military separation papers; bills of sale; rating forms; military records; work samples.
Community Service Activities	commendations; awards; newspaper and magazine clippings; letters of corroboration from co-volunteers, clients served, supervisors.
Non-college Courses and Training	transcripts; amount of assignments; amount of time spent on outside assignments; letter attesting student was enrolled in course; learning outcomes or objectives of course; syllabi; evidence of completion; course description(s)/outline(s); number of didactic hours; number of clinical or practicum hours; diplomas.
Special Accomplishments	books published; pictures painted; music written; a list of books read; patents obtained; list of countries visited; mementos from countries lived in and traveled to; machines designed; exhibits such as shells, plants, etc.; photographs of famous landmarks visited; speeches given; programs from performances; writing samples; audio-visual presentations; proposals written; conversations with experts.

DOCUMENTATION WORKSHEET

COURSE EQUIVALENT _____

DOCUMENTATION TO BE IN THE PORTFOLIO

_____

_____

_____

* *

COURSE EQUIVALENT _____

DOCUMENTATION TO BE IN THE PORTFOLIO

_____

_____

_____

* *

COURSE EQUIVALENT _____

DOCUMENTATION TO BE IN THE PORTFOLIO

_____

_____

_____

* *

COURSE EQUIVALENT _____

DOCUMENTATION TO BE IN THE PORTFOLIO

_____

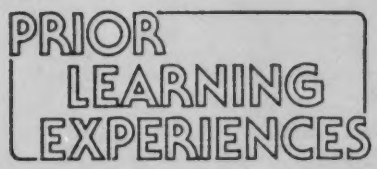
_____

_____

* *

STEP 10: SUPPLY ANNOTATED BIBLIOGRAPHY FOR SELECTED COURSE EQUIVALENTS

If you are requesting credit for ANY learning gained by reading books or articles or viewing filmstrips and other material resources, you need to include an annotated bibliography. An ANNOTATED BIBLIOGRAPHY is a bibliography which includes a brief summary and evaluation of the resource. In developing your bibliography, follow the guidelines provided by your instructor. An example of an annotated bibliography follows.



"So, what's wrong with boxes? I love boxes."

Pandora

ANNOTATED BIBLIOGRAPHY

Azrael, Judith Anne. Antelop are Running. Consluence Press, 1978. 31 p. Cover illustration by Verdayle Forget. $2.50.

Poems of nature, of fantasy and of silence. Poems are flooded with imagery. These poems are good examples of "deep imagery poetry."

Deiro, Judith Anne. Handbook for Contract Learning. Whatcom Community College, 1980. 30 p. $3.50.

A handbook that is designed as a workbook. It takes one through a step-by-step process of writing a learning contract. There is also a question and answer section which gives needed information and direction about the process, and answers the most frequently asked questions.

Greenberg, Judith Anne. Fields of Light. Cassiopeia Press, 1974. 25 p. Illustrated with fish prints by Michael S. Murphy. (This book has been printed on a handpress in an edition of 150 copies; the first 20 copies were signed and numbered by the author.) $2.50.

Short poems of nature and inward places. The poems abound with images of water, stones and light.

Richardson, Allan. "Longhouses to Homesteads: Nooksack Indian Settlement, 1820-1895," American Indian Journal 5 (8): 8-12. 1979.

A study of Nooksack Indian settlement in the early historic period, including the unusual factors of continuous off-reservation residence and the taking of homesteads by Indians. Through homesteading the Nooksack were able to continue to live in small, scattered settlements, in contrast to the nucleated settlements on nearby reservations in western Washington.

Reisser, Linda. "Approaches to Recruiting the Adult Learner," New Directions in Community Colleges: Serving Lifelong Learners, No. 29, Jossey-Bass, Inc. San Francisco, 1980.

This article describes the characteristics of adults returning to school, and describes a variety of recruitment techniques, including revising admissions procedures and publications, outreach courses, media campaigns, needs assessments, special scholarships, orientations by peers, and personal follow-up. Methods for easing the re-entry process itself are also described, including individualized assistance, training for staff members, advising which stresses "simplifying" the system, and providing services such as contract learning and credit for prior learning.

STEP 11: NEGOTIATE EVALUATION FOR EACH OF YOUR COURSE EQUIVALENTS

Your part in writing the portfolio is now complete. The next step is to have each proposed course equivalent evaluated by an expert in that subject area. By this time you need to be enrolled and working closely with the instructor of Education (EDUC) 121: Portfolio Evaluation.

Faculty members from Whatcom Community College usually serve as evaluators. When there is no one on the college staff who is considered an expert in the subject area for which you are asking credit, experts from the community will be selected. All evaluators are selected by the instructor of EDUC 121. You may make a suggestion for a possible evaluator, but the final selection is made by the College. A written evaluation will be supplied by the evaluator which is to be included in the final copies of the portfolio you submit to the college PORTFOLIO REVIEW COMMITTEE.

Several methods of evaluation are listed in the appendix, pages 72 through 78, for your consideration. You may want to negotiate the most appropriate means of evaluation with your evaluator.

PRIOR LEARNING EXPERIENCES

"The pertinent question is not how to do things right, but how to find the right things to do."

Peter F. Drucker

PRIOR LEARNING EXPERIENCES

"Enthusiasm is the powerful engine of success."

Ralph Waldo Emerson

STEP 12: COMPILE YOUR COMPLETED PORTFOLIO

This is the exciting step where you compile all your information and submit the completed portfolio to the PORTFOLIO REVIEW COMMITTEE.

Your portfolio should be typed and well-organized. Pages are to be numbered consecutively and each section is to be tabbed and identified. The order in which sections are to appear in the portfolio is outlined on the "Checklist of Portfolio Content" on the next page. Also, you may want to review the sample portfolio/s of another student in the appendix, pages 57-71, for a model of how to organize your portfolio and for examples of how to do the Cover Page, Degree Plan and Table of Contents.

You will need five (5) copies to release to the PORTFOLIO REVIEW COMMITTEE. It is not necessary that one of these copies be the original. It is your decision if you wish to release the original copy to the committee.

CONGRATULATIONS! You have worked hard! . . . and you have a valuable portfolio to show for it!

OUR HATS ARE OFF TO YOU!

CHECK LIST FOR PORTFOLIO CONTENT

Check off each section as you complete it.

- ____ Cover Page
- ____ Table of Contents
- ____ Autobiography
- ____ Statement of Career and Educational Goals
- ____ Degree Worksheet
- ____ Proposed Course Equivalent
  - ____ Course Equivalent and Rationale
  - ____ Competency Statements
  - ____ Narrative
  - ____ Documentation
  - ____ Annotated Bibliography
  - ____ Evaluation Results
- ____ College Transcript/s
- ____ Any other appropriate information you wish to include.
- ____ Release of Information

PRIOR LEARNING EXPERIENCES

QUESTIONS ABOUT THE PORTFOLIO PROCESS

1 SHOULD THE PORTFOLIO BE TYPED?

Your portfolio is a professional document. You are strongly encouraged to submit a typed document,

2 WHO IS ALLOWED TO SEE MY PORTFOLIO? WHAT IF I WANT IT CONFIDENTIAL?

There is a release of information form you sign before your portfolio is evaluated. You determine who shall be allowed to view the portfolio beyond the evaluators, the instructors of EDUC 120 and 121 and the PORTFOLIO REVIEW COMMITTEE.

3 HOW WILL MY PORTFOLIO BE EVALUATED?

You and your evaluator negotiate the most appropriate means of evaluation for each learning experience. Some suggested forms of evaluation are described in the appendix. You are strongly urged to provide the PORTFOLIO REVIEW COMMITTEE with some evidence of personal contact with your evaluator.

4 WHO EVALUATES MY PORTFOLIO?

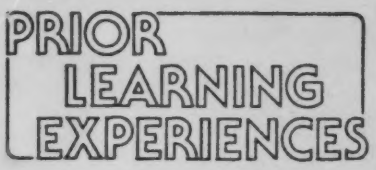
Usually a staff member from WCC evaluates your portfolio. If no one is on WCC staff who is an expert in your subject area, an expert from the community is chosen.

5 CAN I CHOOSE MY EVALUATOR?

You may make suggestions of who you think is qualified as an evaluator. The instructor of EDUC 121. is responsible for the final decision and the hiring of the evaluator.

6 ARE MY EVALUATORS PAID FOR THEIR TIME?

Yes. They are paid on an hourly rate.



"We should be very concerned with the future as that is where we are going to spend the rest of our lives."

Anonymous

7 HOW LONG WILL IT TAKE FOR MY PORTFOLIO TO BE COMPLETELY EVALUATED?

You should plan on at least a quarter to complete the evaluation and review process after you have written the portfolio. The timeframe required depends on the scheduling problems presented by individual evaluators as well as the schedule problems of the PORTFOLIO REVIEW COMMITTEE.

8 HOW MUCH TIME DO I HAVE TO COMPLETE THE PORTFOLIO?

The portfolio is to be completed and submitted to the PORTFOLIO REVIEW COMMITTEE within two (2) quarters from the time you complete EDUC/ENG 120.

PRIOR LEARNING EXPERIENCES

Be yourself. Who else is better qualified?

9 WHAT IS COLLEGE-LEVEL LEARNING?

The Criteria for Granting College Credit for Prior Learning, page 51, in the appendix, provides a clear guideline for determining what is college-level learning. Basically, you can consider your learning college-level if what you know corresponds to courses taught at the college or other post-secondary institutions and you can demonstrate your level of competence is comparable to that demanded of the students in the classroom course.

10 WHAT TYPE OF LEARNING USUALLY IS RECOGNIZED?

All learning which fits the Criteria for Granting College Credit for Prior Learning, as outlined in the appendix, page 51, and which generate credits which are applicable towards a WCC degree or certificate.

11 ARE THERE OTHER WAYS BESIDES DEVELOPING A PORTFOLIO I CAN RECEIVE CREDIT FOR MY LIFE LEARNING?

Yes. You may challenge a course and receive credit if acceptable level of competence is demonstrated, or you may receive credits by passing CLEP General or Subject exams, or you may earn up to 15 credits through military training. For the specific policies governing these programs and further information, contact the Office of Alternative Learning Experiences.

12 WHAT ABOUT MY MILITARY TRAINING?

Military training is evaluated from official military documents using the Guide to the Evaluation of Educational Experiences in the Armed Services as the basis in determining acceptance of credits. Military credit may be applied to an Associate of Arts or an Associate of Science degree.

You may also include learning from military experience in your portfolio. For further information, contact the Veteran's Advisor.

13 CAN I RECEIVE VETERAN'S BENEFITS FOR CREDITS EARNED THROUGH PRIOR LEARNING?

You can earn veteran's benefits for the 3 credits earned in EDUC/ENG 120, Developing a Prior Learning Portfolio. Your veteran's benefits WILL NOT pay for EDUC 121, Prior Learning Evaluation, or for credits earned through the portfolio process.

14 WILL FINANCIAL AID PAY FOR PRIOR LEARNING CREDITS?

Financial Aid will pay for the 3 credits earned in EDUC/ENG 120, Developing a Prior Learning Portfolio. Financial Aid WILL NOT pay for EDUC 121, Prior Learning Evaluation, or for credits earned through the portfolio process.

15 HOW EXPENSIVE IS THE PORTFOLIO PROCESS? IS THERE A FEE?

Credits received through the portfolio process cost less than those earned through the classroom or the contract process. You must register and pay for EDUC 121 (5 credits) once for each 20 credits (or less) you are awarded through the portfolio process. There are no additional fees.

16 HOW ARE MY PRIOR LEARNING CREDITS TRANSCRIPTED?

Prior Learning Credits are transcripted the same as other credits earned at WCC with department, course number, course title, number of credits and grade. There is no indication of HOW the credits are earned. The College believes that what is important is that you can demonstrate knowing the material, not how you learned it.

17 FOR WHAT QUARTER ARE THE PRIOR LEARNING CREDITS I EARNED TRANSCRIPTED?

Up to twenty (20) credits earned through the portfolio process are transcripted in each quarter in which you are enrolled in EDUC 121, Prior Learning Evaluation. EDUC 121 is dropped from your transcript and the appropriate courses and credits earned through prior learning are added.

18 ARE MY PRIOR LEARNING CREDITS TRANSFERABLE?

Unless your Prior Learning credits are in subjects that do not normally transfer, credits earned through the portfolio process should transfer to other institutions without question. Accepting institutions make the final determination.

PRIOR LEARNING EXPERIENCES

"How glorious it is - and also how painful - to be an exception."

Alfred De Musset

19 IS THERE A LIMIT ON THE NUMBER OF CREDITS AWARDED THROUGH THE PORTFOLIO PROCESS?

You can earn up to 90 credits satisfying a degree program through the portfolio process.

20 WHO MAKES UP THE PORTFOLIO REVIEW COMMITTEE?

The PORTFOLIO REVIEW COMMITTEE is composed of three faculty members and one administrator.

PRIOR LEARNING EXPERIENCES

"Any new theory first is attacked as absurd; then it is admitted to be true, but obvious and insignificant; finally - it seems to be important, so important that its adversaries claim that they themselves discovered it!"

William James

21 WHAT DOES THE PORTFOLIO REVIEW COMMITTEE LOOK FOR?

The PORTFOLIO REVIEW COMMITTEE reviews the portfolio asking the following questions:

A. Is the accepted portfolio format followed - all components included?

B. Is there adequate evidence that the evaluator/s are qualified?

C. Are the requested courses appropriate to the student's degree program?

D. Is the learning college-level?

E. Are the evaluation methods used by the student and evaluator valid?

F. Are the recommended credit/s hours appropriate?

G. Are the recommended departments, numbers and titles appropriate to the learning?

22 IS IT REALLY WORTH MY TIME AND EFFORT TO PREPARE A PORTFOLIO? WHY NOT JUST TAKE CLASSES?

Earning your credits through prior learning can help you reduce the number of classroom hours, the duplication of learning and the time and expense necessary to complete a college degree. In addition, it is a very rewarding and self-validating process to have your life learning experiences recognized and valued by an academic institution. The primary reward you gain for taking the time and effort to prepare a portfolio is a renewed appreciation of who you are and what you have done.

PRIOR LEARNING EXPERIENCES

APPENDIX

CRITERIA FOR GRANTING COLLEGE CREDIT FOR PRIOR EXPERIENTIAL LEARNING

1. Learning must be clearly differentiated from experiences. Credit is granted for knowledge, not for experience per se.

2. Learning must be demonstrated to be college-level. You may demonstrate this in the following ways:

   A. Equate your learning to subject areas or courses traditionally taught in colleges.
   B. Indicate that what you have learned is at a level of achievement equal to what is normally taught in college.
   C. Compare your learning with professionals who have completed college-level learning.
   D. Demonstrate your learning fulfills a personal or career goal that requires college-level learning.
   E. Identify your learning as beyond high school level and expected for professional acceptance.

3. Learning must be current.

4. Learning must be demonstrated to and evaluated by an expert.

5. Learning must demonstrate understanding of both a theoretical and practical application of the subject area.

6. Learning must demonstrate general applicability outside the specific situation which it was acquired.

POLICIES GOVERNING AWARD OF PRIOR LEARNING CREDIT

The college has developed the following brief policies governing the award of prior learning credit:

1. A maximum of 90 credits may be earned through prior learning.
2. A maximum of 20 credits per quarter may be granted.
3. Credit may be granted for learning which meets the Criteria for Granting College Credit for Prior Experiential Learning.
4. The portfolio must be evaluated by an expert from Whatcom Community College staff or from the community selected by the instructor of EDUCATION 121.
5. Credit may be granted for prior experiential learning equivalent to courses at Whatcom Community College (WCC) or other colleges or courses self-designed by the student.
6. Credit granted for prior experiential learning will be transcripted as a department, course number, course title, and grade (Pass-Fail or Letter Grade).
7. Credits requested must not overlap directly with transcripted credits earned at other post-secondary institutions.
8. Credits requested must be applicable towards a WCC degree or certificate.
9. If competencies or learning is determined by the evaluator as incomplete so that the learning is not equivalent to the course requested by the student, the student may either pursue the additional learning necessary through a mini-learning contract or receive credit for what s/he does know.
10. The student must register for and complete ENG/EDUC 120.
11. The student must register for EDUC 121 once for each 20 credits (or less) s/he is to be awarded through the portfolio process.
12. Learning must be described and documented in a formal written portfolio.
13. The portfolio must be completed and submitted to the PORTFOLIO REVIEW COMMITTEE within two (2) quarters of the time the ENG/EDUC 120 course is completed.
14. The PORTFOLIO REVIEW COMMITTEE is responsible for reviewing the completed portfolio and making the final decision on granting or denying transcripted credit, including correct department, course number, course title and number of credits.
15. Petition for grievances will be handled by the Office for the Assistant Dean for Instruction.

MECHANICAL GUIDELINES

1. All pages of your portfolio should be typed on 8½ x 11 paper.

2. All pages of your portfolio are to be numbered consecutively, with the first page of your career and educational goals as page 1.

3. All sections of the portfolio are to be clearly separated and labeled by dividers.

4. The contents of your portfolio must be contained in a binder, preferably a three-ring binder, for easy insertion and removal of all material.

5. All documents and certificates should be copies rather than originals. However, originals should be available upon request by the PORTFOLIO REVIEW COMMITTEE or evaluator.

6. Works of art can be presented in the form of photographs, slides or renderings to the PORTFOLIO REVIEW COMMITTEE. Your evaluator may see the originals.

7. The Release of Information form must precede the Cover Page.

8. You need five copies of the portfolio to present to the PORTFOLIO REVIEW COMMITTEE. One of these copies can be the original if you wish to release the original.

LIKELY EVALUATION FOR JIM'S LEARNING:

Jim might apply for credit in the areas of personnel management, supervision, foreign language, and professional writing. With some additional reading he will likely receive credit in architecture. If he can demonstrate that the leadership and management skills which he developed as a result of his experience in his local church are generally applicable to other situations, he could receive some credit for what he has learned in that setting. It is also possible, depending on the type and depth of the church literature Jim read, for him to design a course in theology descriptive of that learning.

ACADEMIC DEPARTMENTS AND POSSIBLE SUBJECTS

Department: Management (MGT)
Subjects: Personnel Management
Supervision
Principles of Management
Management Techniques

Department: Foreign Language (FOLAN)
Subjects: Spanish
Portuguese

Department: English (ENGL)
Subjects: Professional Journal Writing
Technical Report Writing

Department: Art (ART)
Subject: Architecture

Department: Philosophy (PHIL)
Subjects: Christian Theology
Evolution of Lutheran Theology

LIKELY EVALUATION FOR SHARON'S LEARNING:

Although raising two children has been an important part of Sharon's life, she should not expect college credit for that activity alone. However, since she has attempted, through reading and discussion, to conceptualize the rearing of children, she may be able to demonstrate creditable knowledge at the college-level in the areas of child psychology and child development. Since the college will likely not accept her husband's evaluation as being objective, she may not be able to demonstrate her competence as a marriage partner, even though this has been an important part of her life experience. It is likely, however, that she could apply for credit in the fields of home economics, human services and physical education.

ACADEMIC DEPARTMENTS AND POSSIBLE SUBJECTS

Department: Psychology (PSYCH)
Subjects: Child Psychology
Child Development

Department: Early Childhood Education (ECE)
Subject: Child Development

Department: Home Economics (HOMEC)
Subjects: Clothing Construction
Gourmet Food Preparation
Clothing Design
Interior Design
Home Management

Department: Human Services (HUMS)
Subjects: Organizational Leadership
Planning and Organizing

Department: Physical Education (PE)
Subject: Tennis

"SHOPPING LIST" OF VERBS
USEFUL FOR WRITING COMPETENCY STATEMENTS

SIMPLE TASKS

administer
attend
chair
choose
collect
communicate
complete
copy
count
define
describe
designate
detect
determine
differentiate
direct
discriminate
distinguish
distribute
duplicate
estimate
execute
find
forecast
guide
identify
imitate
indicate
isolate
label
list
manage
mark
match
name
note
omit
order
oversee
perform
place
print
produce
program
project
provide
recall
repeat
report
schedule
select
state
tally
tell
train
underline
write

cite
circle
classify
compile
consider
diagram
document
find
follow
formulate
gather
include
itemize
locate
map
organize
quote
record
relate
reproduce
research
return
search
signify
sort
suggest
support
underline
volunteer

STUDY SKILLS

arrange
attempt
categorize
chart

ANALYSIS SKILLS

adjust
analyze
appraise
assess
combine
compare
conclude
contrast
criticize
deduce
defend
delineate
design
evaluate
explain
formulate
generate
induce
infer
inspect
interpret
paraphrase
perceive
pinpoint
plan
present
report
review
select
shorten
structure
switch

SYNTHESIS SKILLS

alter
apply
change
conceive
coordinate
counsel
delegate
develop
devise
discover
expand
extend
generalize
implement
modify
motivate
negotiate
paraphrase
predict
prepare
propose
question
rearrange
recombine
reconstruct
regroup
rename
reorganize
reorder
rephrase
restate
restructure
retell
rewrite
signify
simplify
summarize
synthesize
systematize
teach
write

GENERAL APPLICATIONS

ARTS & CRAFTS

assemble
blend
build
brush
carve
color
construct
crush
cut
dab
dot
draw
drill
finish
fit
fix
fold
form
frame
grind
hammer
handle
heat
illustrate
make
melt
mend
mix
mold
nail
point
paste
pate
position
pour
press
process
roll
rub
sand
saw
sculpt
sew
shake
sharpen
sketch
smooth
stamp
stick
stir
trace
trim
varnish
wipe
wrap

LANGUAGE

abbreviate
assert
argue
articulate
capitalize
edit
hyphenate
indent
outline
print
pronounce
punctuate
read
recite
speak
spell
state
summarize
syllabicate
translate
type
verbalize
write

MATHEMATICS

add
bisect
calculate
check
compound
count
derive
divide
estimate
extrapolate
extract
graph
group
integrate
measure
number
plot
prove
reduce
solve
square
subtract
tabulate
tally
verify

MUSIC

blow
bow
clap
compose
conduct
finger
harmonize
hum
mute
play
pluck
practice
sign
strum
tap
whistle

PHYSICAL

arch
bat
bend
carry
catch
chase
climb
coach
coordinate
critique
float
grip
hop
jump
kick
lift
march
perform
pitch
run
score
skate
ski
skip
somersault
stand
stretch
strike
swim
swing

SCIENCE

calibrate
compound
connect
convert
demonstrate
dissect
graft
grow
increase
insert
lengthen
light
limit
manipulate
nuture
operate
plant
prepare
reduce
remove
replace
report
reset
set
specify
straighten
time
transfer
weigh

SOCIAL

accept
agree
aid
allow
answer
buy
communicate
compliment
contribute
cooperate
disagree
discuss
excuse
forgive
greet
guide
help
inform
interact
invite
join
laugh
lend
meet
offer
participate
permit
praise
react
relate
share
smile
supply
talk
thank
vote

FOR YOUR OWN ENTRIES

SAMPLE PORTFOLIO

A PORTFOLIO REQUESTING CREDIT FOR LIFE EXPERIENCES

Submitted to Whatcom Community College
Spring Quarter 1982

by
Bea A. Winner
1000 Future Street
Bellingham, WA.
98225

Table of Contents

Autobiography.....1

Statement of Career and Educational Goals.....6

Degree Plan Worksheet.....8

JOURNALISM 101 Writing and Reporting

Course Equivalent and Rationale.....10
Competency Statements.....11
Narrative.....12
Evaluation Results.....15

JOURNALISM 130 Photo Journalism

Course Equivalent and Rationale.....16
Competency Statements.....17
Narrative.....19
Documentation.....21
Evaluation Results.....26

MANAGEMENT 289 Personnel Administration

Course Equivalent and Rationale.....27
Competency Statements.....28
Narrative.....29
Documentation.....31
Annotated Bibliography.....33

College Transcripts.....34

Release of Information.....35

AUTOBIOGRAPHY

My life, the volcano, erupts with change, then subsides into an erratic flow of living with an occasional tranquil period. About the time I'm lulled into a sense of peace and calm, along comes another eruption and a new cycle begins.

To relate some of the eruptions; here are a few of my favorite lines....

I went for the weekend and stayed three years....

I was three years old and excitedly looking forward to a weekend at Blaine with my Aunt Ethel. My clothes were packed, toys gathered, and books rounded up. Off I went to visit my aunt, my uncle, his wife, my great-grandfather and my great-great aunt. Three years later I returned to Seattle. Some weekend!

My aunt, an old-maid school teacher, made jokes about my visit until the day she died. Eventually, I figured out that I went to visit when my father died and stayed until my mother remarried. Those three years were full of adults and happiness. My grandfather and I played with my rabbit, read my books, cut dolls out of Sears Roebuck catalogs and did the usual little kid things. I lived in isolation from others my age, resulting in family and books being my most constant companions through the years. To this day I don't make friends easily, despite having spent most of my adult life in business and organizational surroundings. Reading is, and has been, an integral part of my life, helping me learn about many fascinating subjects. For some of these I hope to receive prior learning credit.

I spent many other weekends at Blaine, in the house my great-grandfather built, but they only lasted a weekend. Our family roots are there, no matter where I live, the house at Blaine is home.

continued

Raindrops are hanging from his ears....or how a rainstorm changed my life....

There he stood with raindrops, looking like clear pearls, hanging on the tips of his ears. He was wearing an arm-band that read "Guide" and had an uncertain smile on his face. I approached him, equally uncertain, and asked if he could show us around the ships. He said that he could, so off we went, a tall, slim sailor and two girls, to tour a naval ship that was in Seattle for Armed Forces Week.

That scene took place in October, 1945 and changed my life completely. I dropped out of the University of Washington and the sailor and I were married in March, 1946. Here I am, 36 years later, still married to him and trying to tackle the formidable task of obtaining a college education.

Here today, there tomorrow....or how to turn your life around in seven days....

One September morning I asked, "What's that?" "It's the key to the house at Blaine. The Taylors have left and mailed the key back," Al responded.

Good Lord, look at the mess! We opened the door and went into the kitchen where we saw moldy bread and a bottle of old, stale pop on the table. Much of the ceiling paper was gone. The floor looked like an old river bed. The rest of the house was equally bad. What to do first, second, or at all, seemed overwhelming. We couldn't rent the house out again in the shape it was in. We couldn't leave it empty over the winter. With no central heat it would be a wreck by spring. We returned to Seattle, still undecided as to a course of action. After talking it over with our kids and my Aunt Nell, I resigned as PTSA Council President and moved to Blaine with our daughter, Liz, and my Aunt. Al stayed in Seattle until our business building was sold and our son, Gene, graduated from high school.

It was severe culture shock, leaving a fully programmed life in the city and taking up a totally unprogrammed life in the country, but I've survived. If I had stayed in Seattle I might not have made time for school, but living the country life allows me the time to fulfill this goal.

continued

Cancel the day for lack of interest....or I can't haul out and get with it....

The hurting just didn't stop or even let up appreciably. It just seemed to become more intense. I had to do something, anything, to get some relief. So, one September night, at 2 am, I got my daughter up and we took off for St. Luke's Hospital in Bellingham. At the hospital the doctor examined me, gave me some shots, a prescription, and told me to go home to bed for a few days.

After a week of being a space case from Valium, I went to a family physician in Blaine. He decided on a complete physical, so it began: tests, conferences, more tests, x-rays, consultations, still more tests and at last some results. I was at a life threatening stage of anemia which was caused by bleeding ulcers. I also had bursitis or arthritis in various parts of my body. Terrific! Let's get rid of it all by snapping a finger or twitching a nose. That being an unrealistic solution, I began a plan of rest, medication, more tests and continued conferring. By 1981 I felt almost like a human being again.

Soooo, I went roller skating one night with my daughter and guess what.... I fell and broke a wrist. I spent another year with the same old routine plus physical therapy.

Now, in 1982, I again feel almost human, so it's time to cancel the cancellation and live again.

STATEMENT OF CAREER & EDUCATIONAL GOALS

It's hard to admit, after raising my own children for 18 years, that I still don't know for certain "what I want to be when I grow up." But after devoting over half my life to my husband, children and various employers, I find myself wanting to pursue some of my own personal interests.

My main interest is furthering my education, and in the process discovering an area of study that will lead me toward a career choice.

My immediate goal is to acquire enough credits for my Associate in Arts and Sciences degree so that I may transfer to a four-year college. The variety of jobs, education and experiences I have had over the past 35 years have helped me to better understand myself and those around me. I believe that much of the knowledge I have gained is as good or better than I would have received through classroom instruction.

My primary interests lie in the fields of art and education. I would like to eventually work in one of these areas or, even better, combine them.

The large amount of traveling I did as a child of a serviceman has never lost its appeal for me. I would enjoy teaching around the country or even overseas. Because of my transient childhood I have had, as an adult, a tendency to go through jobs, hobbies and lifestyles at an alarming rate. Now, for the first time, I feel a need to focus on something permanent. In the next three or four years I hope to expand both my mind and my horizons, and attain my primary goal of finding a career that will stimulate, satisfy and sustain me for many years to come.

Whatcom Community College

DEGREE PLAN

ASSOCIATES OF ARTS & SCIENCES

CORE REQUIREMENTS	Dept. & No.	Course Title	Credits	LEARNING Method	College
COMMUNICATION SKILLS (15 credits)					
[X] Two Subject Areas	ENG 101	Composition	5	Challenge	WCC
	ENG 161	Fiction Writing	3	Class	WCC
	JOUR 101	Writing and Reporting	3	Prior	WCC
	JOUR 130	Photo Journalism	3	Prior	WCC
	JOUR 140	Copy Editing	3	Prior	WCC
		SUB-TOTAL:	17		
HUMANITIES (15 credits)					
[X] Two Subject Areas	ART 130	Pottery I	4	Class	WCC
	ART 131	Pottery II	4	Class	WCC
	ART 180	Beginning Photography	3	Class	WCC
		to be determined	(4)		
		SUB-TOTAL:	11		
SOCIAL SCIENCE (15 credits)					
[X] Two Subject Areas	PSYC 110	Introduction to Psychology	5	Contract	WCC
	SOC 110	Introduction to Sociology	5	Class*	WCC
		to be determined	(5)		
		SUB-TOTAL:	10		
MATH/SCIENCE (15 credits)		Lab Science:			
[ ] Two Subject Areas		to be determined	(15)		
		SUB-TOTAL:	-0-		

*class in progress/Winter Quarter 1983

WCC - Associate in Arts & Sciences - Worksheet
Page 2

CORE REQUIREMENTS	Dept. & No.	Courses Title	Credits	Method	College
ELECTIVES (30 credits)	PE 103	Beginning Yoga	1	Contract	WCC
	Th/D 236	Beginning Modern Dance	2	Transfer	WWU
[X] Two Subject Areas	Th/D 237	Intermediate Modern Dance	2	Transfer	WWU
	JOUR 120, 121	Newspaper Staff	10	Prior	WCC
	BUSAD 131,132	Typing I, II	6	Prior	WCC
	BUSAD 151	Word Processing	5	Prior	WCC
	BUSAD 189	General Office Procedures	4	Prior	WCC
	MANGT 289	Public Administration	5	Prior	WCC
		SUB-TOTAL:	35		

74

75

64

	Required Credits	Credits Proposed through Prior Learning
Program Total:	90	39

COURSE EQUIVALENT AND RATIONALE

REQUESTED COURSE EQUIVALENT:

Department: JOURNALISM 101 Course Number 101

Course Title: Writing and Reporting

ESTIMATED Number of Credits: 3

RATIONALE FOR REQUESTED COURSE EQUIVALENT:

Whatcom Community College offers the course JOURNALISM (JOURN) 101 for three (3) credits. (See description below.) I believe I have learned what is taught in this course through job related experience.

I realize my learning may be more extensive, but I need this course equivalent in order to satisfy a degree requirement. With this in mind, I am asking for a total of 3 credits under the same course title, department number and course number as described in the WCC catalog.

JOURN 101 (Whatcom Community College) WRITING AND REPORTING (3 credits)

Basics of writing for publication in a newspaper or magazine; emphasis on news elements and values, how to gather and present news, the structure and style of a story, how to cover a speech or a meeting, how to write features and interviews and how to submit a story for publication.

Writing and Reporting

Journalism 101

I. *I know the basics of writing for publication in a newspaper, in that I can:*

   A. *cover a news assignment, conduct a personal interview, and collect facts over the phone;*

   B. *write a news story, either from my own notes or the notes of others;*

   C. *re-write a news story from another publication;*

   D. *write a story from a news release;*

   E. *write a story using information received through the mail or over the phone.*

II. *I have the skills to write a weekly column with my byline. I can:*

   A. *collect and research material;*

   B. *re-write general information to apply locally;*

   C. *ascertain what subjects would be of interest to particular readers;*

   D. *use personal experiences to write interesting and entertaining stories;*

   E. *take educational/technical material and report it in an interesting manner.*

NARRATIVE DESCRIPTION

Journalism 101

I first became interested in the field of journalism when I worked as a copy-girl at the Seattle Post-Intelligencer for two years. Except for running errands, selling classified advertising and becoming familiar with the various departments of a large daily newspaper, however, I really had little experience when I was hired to work at the Westside Record-Journal, a Blaine-Ferndale weekly.

At first I only did typesetting, a job which required using and improving my editing and proofreading skills. When a position opened up I began doing copy editing in addition to my typesetting work. As I became more secure in my knowledge of newspaper procedures, I was given the added responsibility of editing and re-writing many of the news releases that came through the mail each day.

Eventually I was also given news and photo assignments. I took a photography class and learned darkroom techniques. When the publisher-editor was on vacation, I did part of the week's film developing and all of the printing and screening of photos for the paper. I was always responsible for writing captions and cutlines for any of my own photos, and for writing heads for any copy that crossed my desk.

One summer I also worked the front desk, helping customers with ad sales and printing needs, and sorting and filing classified ads, subscriptions and billings.

During my last year at the Journal I wrote my own weekly column, "Grab Bag." It ran on the People Page and I tried to include features of interest to the general public, women especially -- recipes, consumer tips, plant care, health news, helpful hints, etc. -- with some stories of personal experiences thrown in occasionally.

I left the Journal after a year and a half to take a job as production manager at a new Bellingham paper, Whatcom Weekly Times. I'll be the first to admit that I was in way over my head at first, but I spent 10-12 hours a day learning everything I could from knowledgable people in the field of newspaper production.

At the Times I supervised a back shop crew of 4-5. I was responsible for the way the finished product looked when it hit the newsstands. The editor and I designed and laid out the pages which the back shop crew pasted up, and two of us did all the layout and pasteup of display advertising. I was responsible for seeing that editorial, advertising and production deadlines were met, an almost impossible job. I also dummied in all the display ads before turning the dummies over to the editor.

The last week of each month we put out an entertainment tab that required us to do color work -- color-cutting with screens and ben-day.

continued

Another person and myself were responsible for assigning artwork and photos for the tab, in addition to designing and pasting up the final product.

I handled all the inventory and purchasing of production equipment and supplies. I spent many hours in the beginning comparison shopping, even returning a number of unnecessary purchases made by the previous production manager. I know I saved the organization a good deal of money in this way.

During my months at the Times I was included in weekly department head meetings. I learned the behind-the-scenes management of a small weekly paper, but unfortunately I learned more of what not to do than what to do. It was a long hard struggle on everyone's part to keep the paper alive, but in the end financial woes and internal problems at the top did it in.

I think I have learned enough about the weekly news business that I could take many of the intelligent, educated, experienced people I have met along the way and start an excellent paper of our own -- all we need is $100,000.

Whatcom Community College

EVALUATION RESULTS

EVALUATION OF EXPERIENTIAL LEARNING

STUDENT _____

ADDRESS _____

PHONE (day) _____ /(evening) _____

SUBJECT AREA BEING EVALUATED _____

1. Name and qualifications of evaluator:

2. Technique(s) used to evaluate the competencies (interview, situational, observation, production assessment, etc.):

3. Results of evaluation: (Describe in detail the scope, level, quality and quantity of the learning)

4. Recommended course titles and credits to be granted:

5. If the competencies and/or learning is incomplete, what additional learning could be pursued by a learning contract?

6. Grade _____ or PASS / FAIL

_____ _____

DATE EVALUATOR'S SIGNATURE

RELEASE OF INFORMATION

____ I hereby consent to the release of my prior learning portfolio for instructional purposes to benefit future portfolio students and support the Prior Learning Program, at the discretion of the Alternative Learning Experiences' staff.

✓ I hereby consent to the release of my portfolio, but request that the following sections be kept confidential or removed.

1. My Autobiography
2. My College Transcripts
3.
4.

____ I request that my portfolio be kept confidential.

I acknowledge that I have read the foregoing and have elected one of the options as indicated.

Bea A. Winner
January 27, 1982

METHODS OF EVALUATION

1. SITUATIONAL OBSERVATION

This technique is commonly used to measure prior experiential learning. By observing your behavior in a natural setting and by using a rating scale, an expert can record what it is you can do. The observer expert can then evaluate what you do by one or more of the following three methods:

A. You may be compared with other persons who do the same things you do.
B. The rating scale used by the expert may require that s/he estimate your level of performance on a continuum (e.g., from unsatisfactory to excellent).
C. The rating scale used by the observer may be simply a checklist which indicates the appropriate kinds of behavior which you should exhibit in the situation under observation.

If it is inconvenient or inappropriate to have an observer present when you are doing what you claim competence to do, you may want to consider having your performance audio- or videotaped. Your performance on the tape can then be evaluated by one or more experts.

Usefulness. Situational observation may be particularly appropriate for evaluating the application of knowledge. It is used in a wide variety of settings, including employment and volunteer activities.

Considerations. There are a number of things that should be considered in structuring a situational observation evaluation. The information furnished by the expert should be based upon first-hand observation. The expert doing the evaluation should specify what activities were actually observed. In addition to use of rating forms, some indication of the level of your competency may also be provided to the college by indicating any awards, citations, or other formal recognitions which you may have received.

2. PRODUCT ASSESSMENT

A product assessment is an evaluation of a product that a person has produced rather than an observation of a person's performance. Such products in the assessment of prior experiential learning commonly include reports, forms, musical composition, drawings, paintings, photographs, and other projects and work samples.

Usefulness. You would likely choose product assessment as an evaluation technique in one of the following situations:

A. An evaluation of the product by an expert would be better proof of your level of competency than a similar evaluation of the process by which you produced products.
B. The process by which you produce a product cannot be observed by others (e.g., others cannot observe the process by which the piece of creative writing was produced).

Considerations. You should be able to verify that the products were, in fact, produced by you. Don't attempt to obtain a measurement on everything you ever produced. It will be adequate to simply obtain evaluations on a representative sample of examples. Products presented for evaluation should be labeled and dated. Again, any award citations, or other official forms of recognition would be acceptable supplements to a product assessment process. If it seems appropriate for you to explain how you made the product, you might request an interview with the evaluator.

3. ORAL INTERVIEWS

An oral interview is a face-to-face situation in which one person, the interviewer, asks you questions designed to obtain answers which will lead to an evaluation of your competency. Usually the interviewer will have a list of questions relating directly to the learning outcomes to be evaluated. These questions will be asked of you during the interview and the interviewer will make notes concerning your answers. Later, the interviewer will make a judgment as to your level of competency. To

3. ORAL INTERVIEWS (continued)

increase reliability it may be advisable for you to be interviewed simultaneously, by more than one interviewer.

Usefulness. The oral interview could be an especially good evaluation technique in situations wherein:

A. You are the best source of information about your competency.
B. You communicate more effectively orally than in writing.
C. It is used to supplement other measurement techniques to insure that all facets of your competency are being measured.
D. The ability to express complex concepts is being measured.
E. The ability to compare and contrast ideas is being measured.
F. Creative problem-solving ability is being measured.
G. Oral translation from one language to another is being measured.

Considerations. If you use the oral interview as a technique for evaluating your learning, you should:

A. Assist the interviewer in constructing a list of questions to be asked of you during the interview. Prior to the oral interview, you might send a written list of questions which you think would be appropriate for the interview. The interviewer will undoubtedly add other questions.
B. Have an understanding with the interviewer that you are free to volunteer information during the oral interviews.
C. Make it clear to the interviewer what competency statements are to be evaluated and try to reach some agreement, in advance, as to criteria by which you will be judged.

4. OBJECTIVE WRITTEN EXAMINATIONS

These consist of a series of questions; for each question you are normally provided with several possible answers. It is then your task to pick the one correct answer for each question. You usually do this by marking the correct answer on an answer sheet. There are other forms of

4. OBJECTIVE WRITTEN EXAMINATIONS (continued)

objective written tests, but this is a description of the form which is by far the most common.

Usefulness. The objective written examination is most appropriate for evaluating learning which is limited to the possession of a set body of subject matter information. The College Level Examination Program (CLEP) provides a number of examinations which are commonly used to measure prior experiential learning which is closely related to traditional subject matter areas at the college-level, such as basic biology, math, English, history, etc. Another common form of objective written examination appropriate for measuring college-level competencies is represented by the licensing examinations used by various state boards and professional associations (nursing, real estate sales, airplane pilots, certified public accountants, law, etc.).

Considerations. If you plan to select an objective written examination as an evaluation technique, you should be certain that the examination covers the subject area which you want to be evaluated. You should also be reasonably certain that the examination does not cover more than you intend to have evaluated. In other words, the questions on the examinations should be directly related to the knowledge which you wish to have measured. The questions should not cover material that you have not learned. There should be questions which pertain to the entire subject area that you want to measure.

5. ESSAY EXAMINATIONS

Essay tests usually contain a series of questions or assignments. You are expected to organize and write answers to these questions or assignments. An expert then reads your answers. Usually the expert will not classify your answers as right or wrong but rather rate your answers according to the degree of quality or merit which can be recognized. Your answers on an essay examination may be used to evaluate either the amount of knowledge which you possess in a subject area or your ability to use that knowledge.

5. ESSAY EXAMINATIONS (continued)

Usefulness. Essay examinations are particularly appropriate in measuring the following competencies:

A. The ability to express complex concepts.
B. The ability to compare and contrast ideas.
C. Translating from one language to another in written form.
D. Creative problem-solving ability.

Essay examinations are also useful in cases in which you are the best source of information or if you communicate more effectively in writing than orally.

Considerations. If you select an essay examination as an evaluation technique you should, as in the case of the oral interview, attempt to provide some suggestions as to the questions which will be asked of you. If the essay examination under consideration for you is a published one you should be certain, as in the case of the objective written examination, that it contains questions which coincide directly with the learning outcomes you have outlined. Since persons evaluating the answers to essay examinations do not always agree as to the level of competency indicated by those answers, you might request that more than one evaluator be used in judging the answers which you provide to an essay examination. Their evaluations should then be pooled into a composite evaluation.

6. PERFORMANCE TESTS

In a performance test you are required to perform specific tasks in a situation designed and set up by an evaluator. Examples include typing and shorthand tests, listening tests in music, conversational tests in foreign language, electronic equipment operating and trouble-shooting tests, airplane operation tests, and the various skill tests designed for sports and physical fitness.

Usefulness. Performance tests are especially appropriate in the case of competencies that focus on what you are able to do with knowledge rather

6. PERFORMANCE TESTS (continued)

than upon the knowledge itself or products which you might be able to produce as a result of your performance. Performance tests should be used when it is difficult or expensive for you to have someone measure your competency in a natural setting. It may be just as appropriate, although less expensive and time-consuming, to have someone contrive a situation which is designed specifically to evaluate your competency. For example, it would appear to be more efficient to have you appear at a specific time and place to diagnose a particular problem on a piece of electronic equipment, than to observe you in a work situation in which you repair electronic equipment and simply wait until that particular problem appeared in a piece of equipment.

Considerations. If a performance test appears to be the most appropriate evaluation technique to be used to measure one of your competencies, you should be certain that the test represents what actually happens in your performance in a natural situation. For example, a test should be a representative sample of your actual performance on the job. The equipment which you will be using during the performance test should be familiar to you. If the presence of the expert observing your performance is likely to upset you or other people involved in the performance test, you should request that either a videotape be made of your performance or that the expert making the observations be as unobtrusive as possible. You should be informed in advance as to the criteria by which your performance will be judged. Also, you should know the relative weight to be given to each criterion.

7. SIMULATIONS

In terms of complexity and convenience, simulations lie somewhere between performance tests and observation. A simulated situational test is usually less complex and more convenient than the real situation but more complex and somewhat less convenient than a performance test. Also, simulations may be made of actual situations or may be related to conceived or project situations. In addition, simulations are frequently used to measure very complex or conceived or projected situations.

7. SIMULATIONS (continued)

Examples include simulated trainers, simulated business exercises, role-playing situations, management games, and military games. As with situational observation and performance tests, you would be observed by one or more experts in the course of simulation performance, and ratings or other written records would be kept of your performance; a judgment concerning your level of performance would be made at a later time.

Usefulness. Simulations are particularly appropriate in the evaluation of rather complex competencies such as analytical thinking, goal-setting, risk-taking, interpersonal competency, decision-making, sensitivity to the behavior of others, and planning.

Considerations. If you are planning to use simulation as an evaluation technique, you should consider the same factors which were discussed in relation to performance tests. In addition, you should be aware of the potential costs involved in obtaining and using simulations.

ACADEMIC DEPARTMENTS & SUBJECT LIST

Agriculture (AGRIC)

Gardening
Landscaping
Horsemanship
Soils
Nursery Management
Pets Control
Animal Science
Farm Machinery
Records & Record Analysis
Herd Health
Forestry
Horticulture

Anthropology (ANTHR)

Physical Anthropology
Evolution
Genetics
Primate behavior
Culture and Society
Archaeology
Prehistoric Culture
Native Americans
Northwest Coast Indians

Art (ART)

Architecture
Painting
Drawing
Ceramics
Pottery
Art Appreciation
Art History
Weaving
Color and Design
Batik Painting
Textile Design
Silk Screening
Jewelery
Three-dimensional Design
Acrylics and Oils
Cartooning
Figure Drawing
Sculpture
Graphic Design
Printmaking
Art of Film
Film-making
Lettering

Astronomy (ASTRO)

Solar Systems
Stellar
Celestial Navigation
Galactic
Radio
Cosmology

Biology (BIOL)

Zoology
Botany
General Biology
Environmental Biology
Anatomy and Physiology
Marine Biology
Human Ecology

Business Administration/ Management (BUSAD)

General Business
Supervision
Marketing
Salesmanship
Public Relations
Bookkeeping
Accounting
Typing
Shorthand
Principles of Management
Data Processing
Business Machines
Human Relations
Personnel Management
Law and Business
Small Business Management
Retail Management
Business Finance
Advertising
Office Management
Home Management
Filing and Records Management
Grantsmanship
Job Evaluation
Restaurant Management
Banking Management

Chemistry (CHEM)

Organic
Inorganic
Bio Chemistry
Physical
Analytical

Computer Science (CS)

Computers in Business
Programming
Data Processing
Systems Analysis

Cooperative Education (CO-OP)

Cooperative Education Seminar
Cooperative Work Experience

Drama (DRAMA)

Acting
Mime
Directing
Play Writing
Stage Make-up
Theater History
Children's Theatre
Costumes

Early Childhood Education (ECE)

Philosophy and Principles of Early Childhood Education
Child Development
The Special Child
Curriculum Planning
Creative Activities: Music, Art, Science
Language and Literature Concepts
Observation Techniques
Methods of Teaching Young Children

Early Childhood Education (cont.)

Nutrition, Health and Safety
Childcare Center Administration
Handicapped Children
Parent Education
Media and Instructional Aids

Economics (ECON)

Principles of Economics
International Economics
Economic Histroy

Education (EDUC)

Curriculum Development
Strategies for Teaching
School-Home-Community Relations
Foundations of Education
Adult Education

English (ENG)

Composition
Business English
Business Communication
Technical Report Writing
Fiction
Literature
Creative Writing
Poetry
Science Fiction
Mythology
Research Techniques

English as a Second Language (ESL)

Beginning
Intermediate
Advanced
Reading for Special Purposes

Fire Technology (FIRE)

Fire Protection
Fire Apparatus & Equipment
Inspection Techniques
Fire Tactics
Fire Service Hydraulics

Foreign Language (FOLAN)

French
Spanish
German
Russian

French (FREN)

Beginning
Intermediate
Advanced

German (GERM)

Beginning
Intermediate
Advanced

Spanish (SPAN)

Beginning
Intermediate
Advanced

90

Geography (GEOG)

Physical Geography
- Landforms
- Water
- Climate
- Soils
- Vegetation

Human Geography
Economic Geography

Geology (GEOL)

General Geology
Geology of the Northwest
Environmental Geology

Horticulture (HORT)

Plant Biology
Plant Identification
Master Gardening
Pruning
House Plants
Grafting/Layering
Floral Arranging
Landscaping

Health Services (HLTH)

Emergency Medical Technician
First Aid
Coronary Care
Dental Assisting
Nutrition
Drugs & Alcohol

History (HIST)

U.S. History
European History
Pacific Northwest History
Native American History
Chicano History
History of:
- China
- Israel
- Mexico
- etc.

Home Economics (HOMEC)

Nutrition
Home Management
Fashion
Consumer Education
Clothing Construction
Family Finance
Interior Design
Textiles
Food Preparation
Meal Management
Family Relations
Family Health

Human Development (HUMDEV)

Assertiveness
Building Self-Esteem

Human Services (HUMS)

Communication Skills in Counseling
Community Organizing
Alcohol and Drug Abuse
Community Resources
Planning and Organizing Social and Recreational Activities
Problem-solving Techniques
Mental Health
Care and Understanding of the Elderly
Corrections
Interviewing Techniques
Social Casework
Group Processes and Leadership

Humanities (HUMAN)

Creative & Critical Thinking
Images of Western Man

Journalism (JOURN)

Newswriting
Copywriting
Photo Journalism
Copy Editing
Lay Out

Law Enforcement (LAWEN)

Police-Community Relations
Criminal Investigation
Security
Juvenile Delinquency
Criminal Law
Search & Seizure
Administration
Crime Prevention

Library Science (LIBSC)

Classification
Filing
Circulation
Media Production
A-V Maintenance
Reference
Library Technical Services

Management (MGT)

Human Relations
Small Business
Retail
Sales
Finance
Principles
Techniques
Supervision
Personnel
Advertising

Mathematics (MATH)

Algebra
Trigonometry
Geometry
Calculus
Business Math
Real Estate Math
Statistics
Computer Programming

Medical Assisting (MEDAS)

Terminology
Medical Law
Medical Typing
Ethics
Office Procedures
Insurance and Coding
Office Management

Music (MUSIC)

Music Appreciation
Music Theory
Choir
Band
History of Music
Performance
- Piano
- Guitar
- Violin
- etc.

Philosophy (PHIL)

Western Philosophy
Logic
Eastern Philosophy
Ethics
World Religions

Physical Education (PE)

Body Conditioning
Life Saving
Activities
- Skiing
- Golf
- Swimming
- Ice Skating
- Karate
- Canoeing
- Tennis
- etc.

Yoga
Mountaineering
Sailing
Coaching
Officiating Team Sports
Dance
Athletic Training
First Aid

Physical Science (PHYSC)

Energy
Fundamentals
Sound

Physics (PHYS)

Classical
Modern
Nuclear
Solid State

Political Science (POLSC)

American Political Systems
State & Local Government
Political Organization & Activity
International Relations
Political Campaigns

Psychology (PSYCH)

Child Psychology
General Psychology
Interpersonal Communications
Transactional Analysis
Abnormal Psychology
Developmental Psychology
Group Dynamics
Human Growth & Development
Personality
Social Psychology
Counseling Techniques
Psychology of Human Sexual Behavior
Behavior Modification
Human Learning
Psychology of Prejudice

Real Estate (REAL)

Pre-Licensing
Pre-Licensing for Brokers
Professional Practices
Sales
Finance
Appraisal
Law

Sociology (SOCIO)

General Sociology
Social Problems
Sociology of the Family
Deviance
Juvenile Delinquency
Racial & Ethic Group Relations

Special Education (SPED)

Exceptional Child
Persistent Problems
Learning Disorders
Handicapped Children
Diagnostic Teaching
Educationally Disadvantaged
Teaching Life Skills

Speech (SPCH)

Introduction to Speech
Public Speaking
Sign Language for the Deaf
Small Group Communication
Small Group Leadership

Technology (TECH)

Blueprinting
Welding & Cutting
Hydraulics
Pipe Fitting
Alternative Energy Systems
Trade Science
Hazardous Materials
Civil Engineering Technology
Construction
Drafting
Electronic Technology
Forestry Technology
Water Technology
General Engineering
Waste Water

STUDENT NOTES

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

APR 29 1983